DOCUMENT RESUME

ED 027 887 JC 690 085

By-Gaddy, Dale; Roueche, John E.

Nursing Education in the Junior College.

American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date Mar 69

Note-4p.

Journal Cit-Junior College Research Review; v3 n7 Mar 1969

EDRS Price MF-$0.25 HC-$0.30

Descriptors-*Junior Colleges, *Medical Services, *Nursing, *Subprofessionals, Technical Education, *Vocational Education

The field of nursing education has expanded rapidly in the 1960's. With more associate degree nursing programs and the overall enrollment growth, the junior college has become more involved with this aspect of public health service. The W.K. Kellogg Foundation and individual researchers have shown that nursing programs at the junior college level are both adequate for and attractive to those who would not otherwise pursue a nursing career. Innovative instructional techniques used in present-day nursing schools include closed-circuit TV and auto-tutorial aids. Characteristically, the graduates are employed as full-time hospital staff nurses, remain with their first job for about one year, find their preparation and work orientation adequate, and plan to remain in the profession. Recruiting qualified instructors is difficult, especially for the junior college, but can be made easier if administrators can attend the various nursing conferences, maintain official contacts with baccalaureate and master's degree nursing students, and invite interested nursing students to the campus. Retention of competent faculty members is another concern for the junior college administrator. (HH)

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EDUCATIONAL RESOURCES INFORMATION CENTER
ERIC
CLEARINGHOUSE FOR JUNIOR COLLEGE INFORMATION

Volume 3, Number 7

UCLA JUNIOR COLLEGE RESEARCH REVIEW

March 1969

Published by the American Association of Junior Colleges

NURSING EDUCATION IN THE JUNIOR COLLEGE

An idea that led to a drastic change in the pattern of education for nurses was developed by Mildred L. Montag in her doctoral dissertation, *The Education of Nursing Technicians* (New York: G. P. Putnam's Sons, 1951). One of the major purposes of the study was to determine whether moving education for nursing into community colleges would attract large numbers of qualified, competent students. Persons who would not or could not spend the time and money for three-year hospital training programs might find a two-year community college program possible and attractive. Conducted for five years, the project that evolved from the idea included a broad, systematic evaluation which established that students would enroll in junior college nursing programs and that graduates were able to carry on the functions commonly associated with the registered nurse.

The Montag study was so convincing that the California Nursing Practice Act was amended in 1957 to permit programs in nursing of not less than two years to operate in California on a five-year trial basis. An evaluation committee of the California Board of Nursing Education and Nurse Registration confirmed that the programs had been successful; and in 1963 the California State Legislature approved the two-year nursing curriculum as a permanent section of the Nursing Practice Act (ED 012 169).

The growth of the associate degree programs has been remarkable. Nationwide, there were 80 associate degree programs in 1962; by 1965 that number had grown to 134 (ED 012 169). In 1966, more than 4,100 students were enrolled in associate degree programs for professional nursing (ED 013 645).

Nursing education in the two-year institution is by no means limited to the associate degree programs. The growth of Licensed Practical Nurse programs in the junior college has been similarly phenomenal. Two-year colleges also provide curricular programs for nursing aides and for practical aides in related health fields (ED 013 645).

This issue of *Junior College Research Review* examines fourteen research reports received and processed by the ERIC Clearinghouse for Junior College Information that devote attention to nursing education endeavors in the junior college.

REVIEW

A grant by the W. K. Kellogg Foundation to Teachers College, Columbia University, and the New York State Education Department led to the establishment of an Associate Degree Nursing Demonstration Center at Bronx Community College (New York). The Center was charged with: (1) the development and evaluation of curricula and teaching methods; (2) the preparation of educational materials and reports; and (3) the provision of services for visiting teachers, administrators, and graduate students seeking information and experience in the field of junior college nursing programs (ED 011 199).

In the area of new teaching techniques, the Demonstration Center attempted to develop objective behavioral evaluation devices to be used in the clinical area. Pre- and post-testing became standard in all learning experiences.

A radical reversal of the use of instructional television was employed by the nursing faculty at Bronx Community College. The teacher became the viewer while the students were physically separated in patients' rooms on a hospital floor. The advantages of tutorial teaching were embodied in a system of electronic transmission that intensified the teacher's role but retained the realism of the on-the-job learning. Simply stated, 15 television cameras in patient rooms were connected to the teaching center. From this center, the nurse instructor could move, electronically and instantly, from one student to another. Via television, the instructor could easily observe student nursing skills and, when indicated, give instruction through a wireless receiver worn in the ear of each student (ED 011 199).

Another study at Bronx Community College involved the assessment of the closed-circuit television technique. The results showed that: (1) closed-circuit television instruction provides for greater patient safety; (2) there is no measurable student resistance to teaching and learning via closed-circuit television; (3) instructors are less positively inclined to television because adapting to a new system of instruction necessitates modifications of teaching techniques; and (4) the responses of hospital personnel indicate that they did not feel that closed-circuit television jeopardized

normal hospital operation. Such a method could permit a nursing class of about 100 students and 10 clinical instructors to increase to a capacity of 150 students without increasing the instructional staff. The instructor salaries saved in only one year would exceed the total cost of the closed-circuit television system (ED 012 596).

Experimentation at Montefiore Hospital, where Bronx students had their clinical practice, called for an increase of 50 per cent in the usual size of student sections taught by the clinical instructor. The findings of the study supported the original hypothesis that "the use of closed-circuit television in the hospital will enable an existing number of nursing instructors to teach an increased number of students effectively while using the same clinical facilities" (ED 011 199).

At Delta College (Michigan) an experimental group of 15 nursing students was instructed via an auto-tutorial method as opposed to the customary lecture technique that was applied to the 16-member control group. The experimental group met for 15 minutes or less per week with their instructor and listened individually to five 30-minute tape recordings. At the conclusion of the unit, both groups were given the same final examination, resulting in a 17 per cent higher rate of performance for the experimental group. As a result, the faculty began producing 8-mm. films demonstrating nursing techniques and complex situations. This technique allows one nursing instructor to teach 15 or more students in the clinical area without loss in quality of instruction (ED 014 960).

Approximately nine months after releasing the preceding report, Delta College served as the host to a workshop entitled "Nursing Education Through Multi-Sensory Approaches." Participants helped prepare materials for use in auto-tutorial and mobile-tutorial laboratories — tape recordings, films, film strips, and study guides pertaining to nursing procedures (e.g., bed making) and other materials to precondition the student to traumatic sights (e.g., an autopsy). It was concluded that such accomplishments as interviewing techniques, motor skills, observation skills, and interpersonal relations can be taught successfully through auto-tutorial means (ED 013 652).

Two studies dealing with the characteristics of nursing students have been processed by the Clearinghouse. Investigating the personal characteristics and prenursing accomplishments (such as high school marks) of 81 students in three nursing classes at San Bernardino Valley College (California), Carlson reported that the major criterion of a nursing program's success is the occupational performance of its graduates (ED 016 459). And in Bowman's survey of the 1959 and 1960 graduates of associate degree nursing programs in 12 California junior colleges, data were presented with regard to employment experience. The latter showed that 180 of the 216 respondents were employed full time as nurses; most were employed as hospital staff nurses; generally, they remained on their first job between nine and 12 months; 71 indicated a lack of preparation for some of the duties assigned to them: and 139 of the respondents planned to continue their careers in nursing (ED 011 758).

A primary concern of any educational program is the recruitment and retention of competent faculty members. Schmidt reported that the ideal qualifications of a nurse educator are a master's degree, with some exposure to associate degree programs in nursing and with an understanding of the community junior college, and the competency to teach and practice in a clinical nursing area. Finding persons with such qualifications is particularly difficult for the community junior college because of (1) a lack of understanding of the objectives and philosophy of the nursing program, (2) opposition from some nurse educators, nursing service administrators, and nurse practitioners, and (3) the ambiguous status of the community junior college (i.e., whether it is an extension of secondary education or a segment of higher education). Nevertheless, by attending various nursing conferences, visiting with students in baccalaureate and master's degree nursing programs, and inviting such students to visit the junior college campus, an adequate number of qualified persons can be recruited. Retention of nurse educators can be enhanced by (1) properly orienting the faculty to the college and to the cooperating hospitals, (2) making secure the appointments of faculty members, (3) showing genuine concern for the faculty members as people, (4) allowing teachers to solve their own problems, (5) encouraging interpersonal and interdepartmental relationships, (6) encouraging faculty members to pursue personal interests beyond their college responsibilities, (7) providing ample opportunities for attendance at professional meetings, and (8) involving the staff in the governance of their institution (ED 014 269).

Examples of other research completed or under way in junior colleges with the associate degree nursing program include: admission scores in relation to personality traits of dropouts and graduates; student attrition rates in relation to admission and selection tools; student achievement levels at the end of each semester in light of specific objectives; controlled experiments in student growth and development; and development of programed instruction and other multi-media devices to better facilitate individual learning patterns (ED 016 462).

SUMMARY

The field of nursing education has expanded rapidly in the 1960's. With an increase in the number of associate degree nursing programs and in the overall enrollment growth of the current decade, junior colleges have become involved with this aspect of public health as never before.

Through the efforts of the W. K. Kellogg Foundation and various individuals, it has become apparent that nursing programs at the junior college level are not only adequate but also attractive to many persons who would not otherwise pursue a nursing career. Innovative instructional techniques employed

in present-day schools of nursing include, primarily, closed-circuit television and auto-tutorial methods. Graduates of nursing schools are, characteristically, employed as full-time hospital staff nurses, remain with their first place of employment for approximately one year, find their academic preparation and their work orientation to be adequate, and plan to remain in the nursing profession.

Recruiting qualified persons as nurse educators is a difficult task, especially for the junior college. This function is made easier, however, by attendance of key administrators at various nursing conferences and by the establishment of official contacts with baccalaureate and master's degree nursing students, and by inviting interested nursing students to the local junior college campus. Retention of competent faculty members is another area of concern to the junior college administrator.

Dale Gaddy
and
John E. Roueche

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FREE

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All of the documents reviewed are available (in microfiche or hard copy) from the ERIC Document Reproduction Service, National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014.

Research in Education is cumulated annually and semi-annually: RIE Semi-Annual Index, January-June, 1968. This index, used in conjunction with the 1967 RIE Annual Indexes, offers the most complete and comprehensive search tool for retrieving reports that have been announced in *Research in Education* since the first issue was published in November 1966.

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Arthur M. Cohen, Editor
Clearinghouse for Junior College Information
Room 96, Powell Library
University of California
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American Association of Junior Colleges
1315 Sixteenth Street, N.W.
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